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ABSTRACT

THE EDUCATION PROFESSIONS DEVELOPING ACT OF 1967 (EPDA) PROVIDES FUNDS TO ASSIST INSTITUTIONS OF HIGHER LEARNING IN EDUCATING PERSONNEL TC SERVE AS TEACHERS, ADMINISTRATORS, OR EDUCATIONAL SPECIALISTS IN THE JUNIOR COLLEGES. THE UNIVERSITY OF HAWAII WAS AMONG 47 INSTITUTIONS AWARDED FUNDS FOR JUNIOR COLLEGE FELLOWSHIPS. THESE 2-YEAR FELLCWSHIPS ARE FOR GRADUATE STUDENTS AND FOR EXPERIENCED TRADESMEN WITH LESS THAN A BACHELOR'S DEGREE. THE AIM OF THE PROGRAM IS TC DEVELOP, THROUGH INTENSIVE STUDY AND INTERNSHIP, A POOL OF INSTRUCTORS IN SUBJECTS TAUGHT IN THE COMPREHENSIVE JUNIOR COLLEGE. THE PROGRAM HAS THREE PHASES: (1) ACADEMIC PREPARATION LEADING TO A MASTER'S DEGREE; (2) A CORE OF JUNIOR COLLEGE FOUNDATION COURSES; AND (3) AN INTERNSHIP PROGRAM THAT PROVIDES PROFESSIONAL EXPERIENCE UNDER THE SUPERVISION OF A CCOPERATING FACULTY MEMBER. (MS)

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THE DEMAND FOR COMMUNITY COLLEGE TEACHERS AND THE EPDA PROGRAM UNDER THE COLLEGE OF EDUCATION

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THE DEMAND FOR COMMUNITY COLLEGE TEACHERS
AND THE EPDA PROGRAM UNDER THE COLLEGE OF EDUCATION

The need for highly qualified faculty is a problem at all levels of education. This need is especially evident at the community college level. No segment of American education has grown so large and so fast in recent years. The turn of the century saw only eight such colleges, with less than 100 students. Ten years ago there were 677 community colleges with 905,062 students enrolled.[1] Today there are over 993 community colleges in the United States with over 84,427 teachers. These schools enroll over 1,954,116 students.[2] It is predicted that "by 1980, student enrollment is expected to swell beyond 3,000,000 in 1,200 community colleges."[3] This increase means that nearly one of every two students entering higher education will enter the community college.

Edmund J. Gleazer, Executive-Secretary for the American Association of Junior Colleges, recently said:

> At the present rate of growth, junior colleges will require between 7,000 to 10,000 teachers yearly or nearly 100,000 within the next ten year period.

The figure Dr. Gleazer uses includes personnel to fill new positions as well as positions left vacant through normal attrition.

HAWAII

In 1964, the Hawaii State Legislature authorized the University of Hawaii to operate a statewide community college system. Using four state-owned technical schools for a base, the system was established on July 1, 1965. The system immediately began plans to expand these schools into comprehensive community colleges. In September 1967, one campus, the

Maui Community College, began offering a college transfer curriculum, in addition to its vocational-technical curriculum and general education curriculum. A new campus was opened in the fall of 1968, Leeward Community College, located on Oahu. The new college emphasized the transfer program, while limited transfer programs began on the other campuses. Ultimately, all campuses will "provide two-year transfer and general education programs, semi-professional, technical, vocational, and continuing education programs, and such other education services as are appropriate to such institutions."[4] The Hawaii Technical School was added to the Community College System on July 1, 1969 by an act of the State Legislature.[5] The actions of the above legislation and the accessibility of higher education to the people of the state of Hawaii have resulted in an increase in enrollment in the community colleges, as well as an increase in staff.

All of the campuses have either doubled or tripled their enrollment since 1964-65 (Table I). To keep up with the increase in enrollment, the number of authorized Board of Regents (BOR) staff appointments have increased to 389 in 1969-70 (Table II). Contributing to the increase in 1968-69 positions was a mandate from the 1968 State Legislature shifting the responsibility of vocational education, including Manpower Development and Training, from the Department of Education to the Community College System, and the opening of Leeward Community College. Significant increases in 1969-70 appointments were largely due to the doubling of enrollment in Leeward Community College and the transfer of 35 Hawaii Technical School staff positions from the Department of Education to the University on July 1.[6]

The anticipated increase in enrollment (Table III) and the expansion

TABLE I
ENROLLMENT IN
CREDIT COURSES, COMMUNITY COLLEGE SYSTEM
FALL 1964-69[1]

YEAR	COMMUNITY COLLEGE SYSTEM	HAWAII TECHNICAL SCHOOL	HONOLULU COMMUNITY COLLEGE	KAPIOLANI COMMUNITY COLLEGE	KAUAI COMMUNITY COLLEGE	LEEWARD OAHU COMMUNITY COLLEGE	MAUI COMMUNITY COLLEGE
1964-65	1,874	---	710	818	123	---	223
1965-66	2,010	---	702	890	175	---	243
1966-67	2,444	---	823	1,052	228	---	336
1967-68	3,494	---	1,209	1,514	254	---	517
1968-69	5,494	---	1,383	1,538	263	1,649[3]	661
1969-70	8,694	497[2]	1,787	1,830	426	3,221	933

[1]Source: University of Hawaii, Management Systems Office, and the Community College System.

[2]Hawaii Technical School transferred from the Department of Education, July 1, 1969 (Act 166)

[3]Leeward Community College opened in September, 1968.

in facilities on all campuses will create a demand for additional staff. In addition, the enrollment on the Manoa campus has been projected to

TABLE II

FTE COMMUNITY COLLEGE POSITIONS AUTHORIZED BY THE BOARD OF REGENTS[1]

Year	No. of Authorized Positions	Increase
1964-65	99	--
1965-66	122	23
1966-67	145	23
1967-68	199	54
1968-69[2]	280	81
1969-70[3]	389	109

[1]Source: Community College Systems Office

[2]Leeward Community College opened, MDT Program and Vocational Education shifted to Community College System

[3]Hawaii Technical School Staff Transfers (35)

reach a maximum capacity of 25,000 in 1973.[7] It has been decided by the University to "divert excess students from the Manoa campus to the community colleges on Oahu beginning in 1973."[8] The "diversion" is expected to include the following additional students: In 1973-1,449; 1974-2,899; 1975-1,283. The projections (Table III) were increased by these amounts to care for the excess on the Manoa campus. The decrease in 1975 is due to the fact that a new four-year campus is planned and will have an estimated enrollment of 2,121.[8]

TABLE III
PROJECTION OF DAY ENROLLMENT
COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII
1969-75[1]

YEAR	COMMUNITY COLLEGE SYSTEM (1)	HAWAII TECHNICAL SCHOOL[3] (2)	HONOLULU COMMUNITY COLLEGE (3)	KAPIOLANI COMMUNITY COLLEGE (4)	KAUAI COMMUNITY COLLEGE (5)	LEEWARD OAHU COMMUNITY COLLEGE (6)	MAUI COMMUNITY COLLEGE (7)
1969	6,648	----	1,600	1,464	273	2,570	741
1970	8,310	575	1,754	1,580	284	3,305	812
1971	9,441	700	1,946	1,725	300	3,890	880
1972	10,869	825	2,239	1,904	317	4,640	944
1973	13,984[2]	1,000	2,978	2,436	338	6,205	1,027
1974	17,202[2]	1,100	3,844	2,952	363	7,813	1,130
1975	17,556[2]	1,190	3,853	2,866	386	8,017	1,244

[1]Source: Institutional Research Office, IRP-42, Memo 5, December 27, 1968.

[2]Includes students "diverted" from the Manoa Campus.

[3]Hawaii Technical School Projections added (Source: Hawaii Technical School, Preliminary Budget Request, 1970-71).

A study by Daniel, Mann, Johnson, and Mendenhall on the development of community colleges on Oahu, completed in February 1969, also implies a need for additional staff. Their study recommends the addition of two new campuses on Oahu; one on the Windward side in the area of the Kawailoa School for Girls (1973), and one in the Fort Ruger area (1975). During the first year of operation, an enrollment of 1,500 and 2,000 FTE students, respectively, is expected.[9]

While there are many methods and a variety of factors that need to be considered in the projection of staff needs, no official formula has yet been adopted by the Community College System. Authorized positions increases depend, to a large degree, on legislation. The number of new hires for authorized positions also depends on the number of resignations, leaves, retirements, etc. The number of new hires each year is always larger than the number of newly authorized positions. Additional BOR appointments are provided for by federal funds.

Preliminary Budget requests from the six campuses indicate a need for a total of 95 new positions in 1970-71. If a projection is made on the proportion of present staff to enrollment and the predicted staff to enrollment, about 39% newly authorized BOR staff positions will be needed for 1975. This figure includes neither provisions for the addition of two new community colleges, nor for replacement due to normal attrition. With an assumed figure of 10% normal attrition, there is an estimated need for over 476 new hires by 1975. Where will these teachers come from and who will prepare them?

*Note: Projected enrollment figures have consistently been lowered in the past.

EPDA

One of the most challenging and yet difficult tasks of a university is the task of preparing teachers for the community college. Congress recognized this need by their passage of the Education Professions Development Act of 1967 (EPDA) which amends Title V of the Higher Education Act of 1965. Under Part E of the act, $6.9 million was appropriated for 1969-70. One of the objectives of Part E was to assist institutions of higher education in meeting critical shortages of highly qualified personnel who are serving, or are preparing to serve, as teachers, administrators or educational specialists in the community college.

In Spring 1968, the staff of the Community College System agreed that the priority in Hawaii was pre-service education, and that a proposal for funds under the EPDA Part E should be prepared with this priority. The vice-president for community colleges, provosts, staff members of the Community College System and the College of Education reviewed model programs, discussed their own ideas of a training program, and agreed on a tentative plan. The proposal was submitted in July 1968. Forty-seven institutions of higher learning were funded for junior college fellowship programs, with the number of fellowships awarded to each ranging from 2 to 15. The University of Hawaii was awarded ten two-year fellowships in January 1969; this places Hawaii third nationally in the number of fellowships awarded.

The Graduate Fellowship Program for Prospective Community College Faculty is an EPDA project undertaken by the Department of Curriculum and Instruction, in cooperation with the Hawaii Community College System, and

funded by the U. S. Office of Education. The basic aim of this fellowship program is to develop, through intensive study and internship, a pool of prospective instructors in subject fields normally taught in a comprehensive community college. These fellowships are for full-time graduate students and for experienced tradesmen who have less than a bachelor's degree. The program began in September 1969 and is expected to continue through the 1970-71 school year.

THE PROGRAM

The program of study includes three major phases: Phase I, academic preparation in a major subject field leading to a master's degree or equivalent; Phase II, a core of community college foundation courses; and Phase III, an internship program. Normally, the fellow spends about a year in Phase I and a semester each in Phases II and III. Incoming fellows with a bachelor's degree are expected to complete all three phases in two full years (see schedule). In cases where the graduate fellow is admitted with a master's degree, the schedule is adjusted so that he can complete his work earlier than the others.

Phase I: Academic preparation in a major subject field leading to a master's degree or equivalent.

During this period of in-depth study, the participant is primarily directed by the major department concerned. Normally, the phase occurs in the first year of the fellowship. Included in the 30 to 36 credits required for the master's degree are six (6) graduate credits from the core of professional education courses. For certain fields, such as counseling and guidance, trade and industrial education, and special

SCHEDULE
PROGRAM FOR COMMUNITY JUNIOR COLLEGE INSTRUCTORS

FIRST YEAR			SECOND YEAR	
FALL	SPRING	SUMMER	FALL	SPRING

PHASE I

30 to 36 Graduate credit hours in major field including 6 credit hours below leading to a Master's Degree

Ed EF 657 (3)
The Community College

Ed EP 606 (3)
Student Personnel Services in Higher Education

Ed CI 699 (1)
Directed Research Vocational Education

Ed EA 780 Sec. 6 (3)
Seminar in Ed. Adm. for Junior College

Ed EP 416 (3)
Tests and Measurements

Ed CI 699 (1)
Directed Research Junior College Teaching

Ed CI 699 (1)
Directed Research Junior College Teaching

Ed CI 751 (3)
Community College Curriculum

Ed EC 614 (3)
Audio Visual Media System

Ed CI 640 Sec 12 (3)
Seminar in Teaching Field (Interdisciplinary)

PHASE II

Ed CI 590 (14)
Internship for Community College

PHASE III

Ed CI 591 (2)
Seminar for Intern Teachers in the Community College

education, the participant may obtain his degree in education.

The participant's major department will normally be other than education; e. g., a prospective junior college teacher for history will be in the History Department of the College of Arts and Sciences; a prospective instructor for practical nurses training will be enrolled in the Nursing Department of the College of Health Sciences and Social Welfare. The participant selects one of the 64 fields offering a master's degree at the University of Hawaii. The selection of the number of fellows in various subject fields is largely determined by the projected needs of the two-year colleges concerned.

Seminar meetings throughout the first and second semesters are scheduled to help bring participants together to share ideas and experiences.

Phase II: A core of community college foundation courses.

Courses taken in this core are designed to produce learning specialists, with the background necessary to be an effective instructor in the community college. In addition, special emphasis is placed on the development of an attitude appropriate to junior college teaching; the attitude is neither secondary school nor university oriented. The team approach, involving several departments within the College of Education, is utilized as much as possible to coordinate the various aspects of the program. In most situations, graduate fellows are taught as a group. Participants who have completed one or more core courses upon admission to the program will be advised according to their individual needs.

Provisions are made to include the following foundation subjects concerning community colleges: History and Philosophy, Organization and

Administration, Evaluation, Curriculum, Audio-Visual Media, Junior College Teaching, Vocational Education, and Learning.

All departments in the College of Education cooperate during this phase of the project.

Courses in Phase II:

a. Required

Ed EF 657 Community College (3) or Ed CI 657 same title

Ed EA 780 Seminar in Educational Administration (3) I, II

Ed EP 416 Tests and Measurements (3) I, II

Ed CI 751 The Community College Curriculum (3) I, II

Ed CI 640 Seminar in Teaching Fields (3) I, II

Ed CI 699 Directed Research (arr.) I, II

b. Recommended Electives

Ed EP 606 Student Personnel Services in Higher Education (3) II
(Note: This course is required for two-year fellows)

Ed EP 429 Introductory Statistics (3) I

Ed EP 604 Occupational Information Guidance (3) I

Ed EA 671 School Publicity and Public Relations (3)

IE 764 Seminar in Industrial Education (2) II

and approved courses in major field.

Phase III: An internship program.

This phase is designed to provide practical and supervised professional experience for the participant. It will normally culminate the graduate fellow's cycle. The expertise of the Field Services Department of the College of Education will be utilized. This department has conducted supervised post-graduate teacher internships for over 25 years.

Graduate fellows will be assigned to one of three community college campuses located on this island, and placed under the direct supervision of a cooperating member of the faculty. Interns will carry a full-time professional load in the assigned institution. Normally, a maximum of two preparations and a minimum of three courses is required. A member of the program staff will coordinate and supervise the activities of both cooperating faculty and fellows. He will make periodic visits to the institution to observe, as well as to meet and confer with cooperating teachers and administrators.

A seminar (Ed CI 591) is held concurrently by the program staff member in conjunction with the internship. The ratio of fellows per program staff member will be largely dependent upon the number and status of admitted participants. A Certificate of Specialization will tentatively be awarded after completion of Phases II and III.

Courses in Phase III:

Ed CI 590 Internship (14) I, II

Ed CI 591 Seminar for Interns (2) I, II

During the intern period, participants are scheduled to observe a number of different types of classes. These are planned by the intern, but coordinated by the cooperating teacher. The type of classes and number of visits have not been determined as of this date, but will include developmental, transfer, apprenticeship, and occupational education classes.

Necessary arrangements will also be made for the intern to attend and observe various administrative meetings and conferences such as provost meetings, administrative council meetings, and all faculty meetings.

The cooperating teacher also schedules the intern to spend approximately two hours a week working through the Dean of Student Services, to gain a better understanding of the philosophy, organization, and function of student services. This is intended to familiarize the intern with the following:

Registration and admissions

Placement and financial aid

Counseling

Student activities

School and community relationships

and other related activities.

In addition, each intern will be required to conduct an approved project in community and/or student services.

PRESENT FIELDS OF STUDY

Geographically, the ten fellows represent Continental U. S. (1); the Trust Territory of the Pacific Islands (1); and Hawaii (8). There are seven additional full-time and part-time participants, who have joined the group without stipends. The major subject areas of all these individuals include the following: Music (1); Psychology (1); English (3); Science (1); Business (2); Counseling and Guidance (1); Teaching School Administration (1); American Studies (1); Library Studies (1); Anthropology (1); Engineering (1) and Vocational Education (2).

STIPENDS

Each first-year fellow receives a 12-month stipend of $2,400 and an

allowance of $500 for each dependent. Each fellow in the second-year will receive a 12-month stipend of $2,600 plus dependency allowance. Summer session work is included, and the recipient must be a full-time student. In addition, tuition and incidental fees are waived.

SELECTION PROCEDURES

The following criteria were used in selecting the ten participants and alternates:

a. Possession of a bachelor's or master's degree in a subject field.

b. Fulfillment of the college admission requirements for full-time graduate standing in the University of Hawaii or the equivalent (Departments set required tests: Generally GRE and MAT).

c. Must not be teaching in a two-year post-high school institution. (Applicant may have taught previously, but has left the field, or may have taught in high school in the past two years.)

d. Notice regarding tentative assurance of a position from a junior college official.

e. Devotion of full-time study in the program from September 1969 through August 1971. Those with master's degrees must devote full-time study for one school year and one six-week summer session.

f. Preference was given to interested and qualified persons who had:

teaching experience
recommendations of potential ability in community junior college teaching
competence in a subject field

An attempt was made to (1) include representatives from Guam, American Samoa, and the Trust Territory of the Pacific Islands, and (2) to include other representatives from USOE Region IX, Alaska, Oregon, Washington, California, Nevada, and Arizona, who showed great promise of sharing their

experiences and who showed great of ability to teach in community colleges. Applications were reviewed by a committee composed of the director of the program, a representative of the State Community College Systems Office, and the provosts. The selection was made without regard to race, creed, sex, or national origin.

COOPERATING TEACHERS

A cooperating teacher from the community college assigned is selected to work with each intern. Their functions include the following:

Counsel the intern regarding teaching assignments and problems associated with the internship

Arrange for familiarization with the operation of Student Personnel Services

Assist the intern in establishing the contacts necessary as an intern and as a teacher

Evaluate the intern's performance and potential

Provide the Director of the Junior College Program with a proposal and schedule designed to develop the intern's competencies as a teacher

Arrange for the intern to observe a number of different types of classes

Coordinate the intern community services and/or student personnel services project with the provosts and director

Meet and confer with the seminar leader

Arrange for the intern to attend and observe various administrative meetings and conferences

Preparing teachers and other educational specialists for the community college means many different things to many different people. The curriculum and instruction program for community college teaching with the cooperation of other departments and colleges in the University of Hawaii

was designed to develop competence in the major field, competence in teaching, orientation to the community, and a sensitivity to students. Whether the program will be successful or not will depend largely on the people who are involved and the support it is given.

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